



Price School of Education
Educating the Whole Person with Challenge and Care

General Course Information

Course Number and Title: EDU 329 Inclusion in the Classroom

Semester: Fall 2023

Instructor: Ms. Tami Smith

Location: Paul Jones 0003

Office: Paul Jones 101

Office Hours: Monday/Wednesday Friday all day; T/TR 11:00-12:00/1:30-3:30 **Appointments available upon request**

Phone: 770-720-5659

Cell: 770-547-0709

Email: TJS@reinhardt.edu

Catalog Course Description

This course, an introduction to special education, examines the identification and accommodation of special needs students in the inclusion classroom. Defining inclusion as providing instruction and support for students with special needs in the context of the regular classroom setting, this course will address the inclusion classroom as a nurturing community of care and challenge that supports the diverse needs of inclusion students. Specific strategies for accommodations and modifications for equal access to all learning experiences are included. Other topics include high and low incidence special needs populations, benefits of collaborative teaching, and legal requirements and ethical issues of inclusion and what they mean to educators. Pre-requisite: EDU 318

PSOE Credit Hour Policy

Over the 15 weeks of this course, students will spend 150 minutes per week of instructional time interacting with course content including, but not limited to, lectures, guest speakers, group work, class discussions, projects, presentations, virtual meetings, and assessments/exams (37.5 hours for the semester). Students will also spend approximately 300

minutes per week in out-of-class work including lesson planning, preparation of projects and presentations, reflection, discussion boards, homework, after-hour conferences, and study/review for exams and quizzes. Included within this out-of-class work is the 30-hour Field Experience and Observation for the semester.

Text/Course Website

Teaching Exceptional Children
A Curated Anthology (First Edition)
Edited by Melanie Keel
Publisher Cognella

ISBN:

Paperback copy: 978-1-7935-2072-2

Or

Inclusive Access Ebook 978-1-7935-6643-0

Important Course Note: LiveText Subscription is required. **Please bring your laptop and cell phone to each class.**

Technical Support:

Eagleweb or Email: https://eagleweb.reinhardt.edu/ICS/Help/EagleWeb_Help.jnz

Canvas Support: NMC@reinhardt.edu

General Technology: helpdesk@reinhardt.edu

LiveText: TCG@reinhardt.edu

PSOE Mission

The mission of all teacher preparation programs at Reinhardt University is to produce **reflective, problem-solving teachers** who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment.

Conceptual Framework

The PSOE teacher education conceptual framework establishes the shared vision in preparing educators to work in PK – 12 schools and provides direction for all programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is built on three basic beliefs: (1) learner differences are understood, appreciated, and built upon through respectful, meaningful work in a collaborative, nurturing environment; (2) learner growth and success are developed through the process of ongoing assessment and adjusted instruction; and (3) teachers who are extremely knowledgeable about subject matter, a variety of wise and flexible instructional practices, and multiple options for assessment are better equipped to adjust essential curriculum content, their instructional practices, and student assessment options to address learner differences. The purpose of all PSOE teacher preparation programs is to prepare educators who can create a learning community of care and challenge. This purpose is realized through DATA instructional model that describes different approaches for teaching and assessment. The PSOE conceptual framework represents a strong commitment to the preparation of effective teachers who adapt instruction to support student's diverse learning needs and to maximize learning.

PSOE Essential Question (EQ) What is the impact of practice on the learner?

Course Relationship to Conceptual Framework

Reinhardt University Learning Outcomes

Communication

Students will demonstrate:

1. Effective expression of ideas through writing, speech, and visual media.

Critical Thinking and Inquiry

Students will demonstrate:

2. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.
3. Knowledge of various research methodologies, information, technological, and scientific literacy.
4. Independent thought and imagination; preparation for lifelong learning.

Self, Society and Culture

Students will demonstrate:

5. Knowledge of the traditions of Western civilization and their global context.
6. Knowledge of the diversity of societies and cultures; the ability to view themselves and the world from cultural and historical perspectives other than their own.

Values and Ethics

Students will demonstrate:

7. Integrity and ethical responsibility.
8. Understanding of and commitment to physical, emotional, and spiritual wellness.
9. Stewardship and civic engagement, coupled with the ability to work with others both collaboratively and in leadership roles.

PSOE Learning Outcomes

1. The teacher candidate uses knowledge of curriculum, learner differences, and ongoing assessment data to plan for student access to same essential content.
- 2.
3. The teacher candidate utilizes a variety of strategies to differentiate instruction and provide an academically challenging environment for all students.
4. The teacher candidate uses systematic formal/informal assessment as an ongoing diagnostic activity to measure student growth and to guide, differentiate, and adjust instruction.
5. The teacher candidate displays a professional commitment to the teaching philosophy of differentiated instruction to support students' diverse learning needs and to maximize learning.

GA TEACHER ETHICS LINK: <https://www.gapsc.com/rules/current/ethics/505-6-.01.pdf>

Teacher Assessment on Performance Standards (TAPS)
TAPS Standard 1: Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
TAPS Standard 2: Instructional Planning The teacher plans using state and local school district curricula and standards, effective strategies, resources, and data to address the differentiated needs of all students.
TAPS Standard 3: Instructional Strategies The teacher promotes student learning by using research-based instructional strategies relevant to the content to engage students in active learning and to facilitate the students' acquisition of key knowledge and skills.
TAPS Standard 4: Differentiated Instruction The teacher challenges and supports each student's learning by providing appropriate content and developing skills which address individual learning differences.
TAPS Standard 5: Assessment Strategies The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
TAPS Standard 6: Assessment Uses The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
TAPS Standard 7: Positive Learning Environment The teacher provides a well-managed, safe, and orderly environment that is conducive to learning and encourages respect for all.
TAPS Standard 8: Academically Challenging Environment The teacher creates a student-centered, academic environment in which teaching, and learning occur at high levels and students are self-directed learners.
TAPS Standard 9: Professionalism The teacher maintains a commitment to professional ethics and the school's mission, participates in professional growth opportunities to support student learning, and contributes to the profession.
TAPS Standard 10: Communication

The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Campus Security

Reinhardt Campus Security provides assistance to students in the event of an emergency. Campus Security can be reached at (770) 720- 5911

“Reinhardt University is committed to providing a safe environment for its students, visitors, faculty and staff. Long-established policies, approved by Reinhardt's Board of Trustees, prohibit possession of firearms on property owned by the University.”

Important Contact Information

Campus Nurse within the Student Health Center

nurse@reinhardt.edu, 770-720-5542 or www.reinhardt.edu/nurse.

Public Safety

Non-Emergency Phone: 770.720.5789

Emergency Phone: 770.720.5911

publicsafety@reinhardt.edu

Dean of Students

deanofstudents@reinhardt.edu, 770-720-5540

Office of the VPAA

vpaa@reinhardt.edu, 770-720-9102

As a Reinhardt student, you have unlimited access to doctors, therapists, and on-demand crisis counseling through the Virtual Care Group’s telehealth options. This service is in addition to other healthcare and counseling services available through the Student Health Center. In July, you will receive an e-mail from the Virtual Care [Virtual Care Group \(VCG\)](#) Group notifying you that you have full access to their telehealth platform. You will use that email or go through the VCG app to find out more about the Virtual Care Group to activate your account www.thevirtualcaregroup.com/reinhardt Once activated, you can get the care you need anytime, from anywhere, which includes unlimited medical visits with board-certified physicians, 50-minute behavioral visits, life coaching, and on-demand crisis counseling.

Attendance Policy

Attendance is required. If an excused absence occurs (i.e., student athletes' participation in RU sporting event, participation in RU School of Performing Arts recital or concert, death in immediate family, or hospital/doctor visit), documentation for absence is required. For any unexcused absence, 5% of the final grade will be deducted.

Eagle360

Reinhardt utilizes an early alert program in which the professors can enter progress reports and academic/behavioral assistance can be utilized. This early alert program is designed to allow each student to be successful in completing their post-secondary education. It is the mission of Reinhardt University to **educate the whole person with challenge and care.**

Field Experience

Student will complete 15 hours of field experience in assigned classrooms.

The total 15 hours must be completed to pass the course. Field experiences will be completed by **November 16.**

Student timesheets will be submitted and uploaded to Live Text by this time also. Submitting timesheets to LiveText by this date is mandatory to gain credit for the hours.

Student will provide a hard copy Alison Attavar (alison.attavar@reinhardt.edu) on this date also. **To avoid confusion, all copies will be given on this date and not before.**

Important notes regarding field experiences.

*Transportation/traffic issues are not reasons for tardiness and/or absence to field experience sites.

Please be sure to total your hours and include that total on your sheet. Teachers must sign your timesheet for you to gain full credit for your times in the classroom.

Number of hours: 15 (If you are receiving a dyslexia endorsement, all hours are to be completed at GracePoint School for the Dyslexic)

Expectations: A journal of activities and strategies will be submitted via Canvas

Reflection: Reflection on the activities and strategies will be submitted via Canvas

Students will interview the teacher to whose classroom they are assigned and obtain responses to the following questions. (GracePoint adjustment. See me)

1. What are your thoughts regarding meeting the needs of inclusion students in the general education classroom?
2. What obstacles, if any, have you experienced with inclusion?
3. What changes do you think could be made to improve the inclusion process?
4. What experiences have you had with implementing RTI?
5. How do you collect and analyze data?
6. What steps are taken to identify and accommodate a child with dyslexia in your classroom?

Candidates will upload typed questions and responses to Live Text. Teachers' names and the names of schools **ARE NOT** included in the write-up. *Candidates should inform teachers of this non-inclusion prior to the interview.*

PSOE Learning Outcomes: 1,2,3,4; TAPS 1-10

Course Requirements/Assignments

Students will complete a Paper on Instructional Strategies (DUE Nov 16 BY MIDNIGHT)

Student will complete a well-constructed 4-6 page paper in APA format that addresses the following:

- Specific **instructional strategies** (not additional information such as definition or characteristics) for the following areas of need; must have 10 very specific strategies for each area:
Overview of learning disabilities and must include a description, 3-4 strategies found by research and application of strategies specific to your classroom for each of these disabilities:
 - ADD/ADHD
 - Dyslexia
 - Dysgraphia
 - APD (Auditory Processing Disorder)
 - Language Processing Disorder
 - Visual Perception Disorder
 - Dyspraxia
 - Executive Functioning Disorder
 - Dyscalculia
 - NonVerbal learning Disability

These strategies need to have examples of what you would offer in YOUR classroom.

Plagiarism of any kind will result in an automatic zero for the paper. Two outside sources **apart** from your text.

- Correct grammar and composition are considered as part of the grade for this paper.
- Paper will be uploaded to Live Text by midnight **NOV 16**. [Rubric is in Live Text.](#)

PSOE Learning Outcomes: 1,3,4; TAPS 2, 4, 5, 8

Students will read and complete an assessment on the book House Rules by Jodi Piccoult. This test will be administered on **OCT 3.**

Evaluation and Grading

1. Discussion/classroom participation (100 pts)
2. Read and Discuss the Book "House Rules" By Jodi Picoult (200 Pts)
3. Paper (200 pts)
4. Projects and activities (200 pts)
5. Field Experience time sheet (200 pts)
6. Field Experience interview questions (100 pts)

RU LO-1,2; PSOE LO-4; TAPS 1,3, 4, 9

[Course Alignment Map](#)

[Course Level Learning Objectives](#)

By the end of the course, the student will be able to: examine the various components of special education and evaluate the success of implementation of accommodations in order for a student with a disability to achieve success in the classroom. The students will be able to

1. (CLO1) Identify the component parts of the laws that govern special education and validate an understanding of FAPE, RTI and 504 plans.
2. (CLO2) Identify types of learning disabilities and provide accommodations for the student with a learning disability.
3. (CLO3) Recognize the attributes of students with autism and provide accommodations to assist in the success in the classroom for the student with Autism.
4. (CLO4) Identify characteristics of a student with a visual impairment and provide accommodations for the student with a vision impairment.
5. (CLO5) Identify characteristics of a student with a hearing impairment and provide accommodations for the student with a hearing impairment.
6. (CLO6) Identify characteristics of a student with an intellectual impairment and provide accommodations for the student with an Intellectual impairment.

7. (CLO7) Identify characteristics of a student with ADD/ADHD and provide accommodations for the student with ADD/ADHD.
8. (CLO8) Identify characteristics of a student with a physical or health disability and provide accommodations for the student with a physical or health disability.
9. (CLO9) Disseminate between a 504 plan and a RTI plan and collect data on objectives.
10. (CLO10) Analyze students who are gifted and create a challenging experience in the classroom.
11. (CLO11) Explain what dyslexia is, how to identify a student with dyslexia and explain how to use accommodations in the classroom for the student with dyslexia to achieve success.

Evaluation and Grading

Assignments	10%
Class Participation	10%
Field Experience	30%
Research Paper	25%
Test/Quiz	25%

Academic Assistance

Center for Student Success

The **Center for Student Success** located in the large classroom in the library, is a free tutoring service available to all students. For appointments, scan the QR code.



Americans with Disabilities Act

The **Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disabilities. If you have a documented disability requiring accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

Price School of Education (PSOE) Policies for Professionalism

[GaPSC TEACHER ETHICS LINK](#)

The Price School of Education (PSOE) of Reinhardt University is dedicated to creating effective teachers who demonstrate quality teaching and a strong sense of professionalism founded in a solid commitment to the teaching philosophy of differentiated instruction and the PSOE Policies for Professionalism. A critical part of the developing professionalism of all education candidates is attained through establishing a knowledge base of ethical standards as identified in the Code of Ethics for Educators prescribed by the Professional Standards Commission (PSC), the agency responsible for certification, preparation, and conduct of personnel employed in the public schools of the State of Georgia. An education candidate is defined as any student taking classes offered in the program of study from the Price School of Education.

The following PSOE Policies for Professionalism for Education candidates in all teacher preparation programs address Academic Integrity, Attendance/Punctuality, Level of Engagement, Completion of Assignments, Professional Disposition, and Support of a Professional Learning Community:

1. ACADEMIC INTEGRITY

The following are recognized as unacceptable forms of academic behavior:

1. Plagiarizing: that is, presenting words or ideas not your own as if they were your own. Three or more words taken directly from another source must be enclosed in quotation marks and documented.
2. Submitting a paper or lesson plan written by another candidate or another person as if it were your own.
3. Submitting a paper or lesson plan written by you for another course or occasion without the explicit knowledge and consent of the instructor.
4. Fabricating evidence or statistics that supposedly represent your original research.

5. Cheating of any sort on tests, papers, projects, reports, field experience documentation, etc.
6. Unauthorized use of the password or account number of another candidate or a faculty member to gain access to computers, data files, or computer output.
7. Aiding or otherwise enabling another candidate to engage in any form of academic dishonesty.
8. Failure to report suspected or obvious incidences of academic dishonesty to the course instructor.
9. Any other behaviors that violate the spirit of ethical and professional behavior.

Penalties for Academic Dishonesty. In the event of academic dishonesty, according to the definition stated above and whatever additional definition an instructor has published in the class syllabus, the instructor may do one of the following, according to his or her assessment of the severity of the infraction and any extenuating circumstances:

1. Assign a grade of *F* or *O* on the paper, project, or examination, but allow resubmission, resulting in a maximum combined grade of *C*.
2. Assign a grade of *F* or *O* on the paper, project, or examination without the opportunity for resubmission.
3. Assign a grade of *F* in the course.

All education candidates must understand that academic dishonesty in any form may have consequences beyond the boundaries of one class and may result in denial of admission to or dismissal from the PSOE.

In all cases, the instructor will forward evidence of dishonesty to the Dean of the Price School of Education and the Office of the Vice-President and Dean for Academic Affairs.

As education candidates begin to visit PK-12 schools in the community to fulfill course and program requirements, it is necessary to extend the policies of Academic Integrity to field experiences and clinical practice. Any dishonesty connected with field experience or clinical practice will result in failing the field experience component of the course, failing the course, or denial of admission to the Price School of Education. If the education candidate has already been admitted to the PSOE, dismissal from the program may be the consequence. Any unprofessional behavior in field experience will be reported to the Director of Field Experience and the PSOE Dean.

2. CLASSROOM AND FIELD EXPERIENCE ATTENDANCE/PUNCTUALITY

During each semester, education candidates will be expected to attend all classes and scheduled seminars and to be prompt. For each class absence and/or tardiness, points may be deducted from the course grade. Excessive absenteeism and tardiness may result in a lower grade or being dropped from the class. If an absence is unavoidable,

the candidate should contact the instructor as soon as possible via telephone, voicemail, and/or e-mail. Each candidate is responsible for all material and information discussed and assigned in class, and he/she must decide with a fellow class member to take notes, collect any handouts, and communicate any new or updated course information in the event of an absence.

It is expected that all education candidates will clearly display professional behaviors as course requirements for field experience are met. These professional behaviors include the following: maintaining consistent attendance and punctuality for scheduled field experiences; demonstrating enjoyment of learning and enthusiasm toward working with children; displaying courtesy and civility when communicating and interacting with local school personnel; and exhibiting appropriate dress and appearance for all field experiences.

- A. Candidates must initially contact their assigned teachers within 5 days after they have been notified via e-mail regarding field experience placement.
- B. If an absence is unavoidable, candidates should immediately contact the collaborating teacher and supervisor via telephone, voicemail, and/or e-mail. It is also expected that any days missed during field experience or clinical practice will be made up by the candidate and clearly documented on the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form submitted by the collaborating teacher at the end of the semester.
- C. Collaborating teachers must mail in the Time Sheet and Verification of Field Experience with Candidate Professionalism Assessment Form directly to the PSOE Director of Field Experience and should never be delivered directly by the candidate.
- D. All field experience and clinical practice placements must be arranged through the Field Experience Office.

3. LEVEL OF CLASSROOM / FIELD EXPERIENCE ENGAGEMENT

The PSOE policy for level of university classroom engagement assumes that all education candidates will proactively contribute to class discussion by offering ideas and asking questions during class time.

For field experience, it is expected that all education candidates will take the initiative to be actively involved from the beginning of the field experience in a variety of school-based activities directed by course instructors, Clinical Faculty, and/or collaborating teachers. Activities may include, but are not limited to, structured observations, teacher interviews, tutoring or assisting individual students, working with both small and large groups of students, assisting the collaborating teacher in class preparation and implementation of instruction, and/or participation in school/agency meetings as directed by the collaborating teacher/supervisor.

4. COMPLETION OF UNIVERSITY CLASSROOM ASSIGNMENTS

It is expected that education candidates will demonstrate their professionalism through the submission of course assignments when the assignments are due. Except in extenuating circumstances, course assignments will not be accepted by any instructor after the due date unless written documented arrangements have been made between the candidate and instructor prior to the due date. If no prior arrangements have been made, it is expected that the candidate will make provisions to submit the assignment on the due date. Additional written documentation must also be provided by the candidate if the reason for the delayed assignment is related to personal illness, illness of an immediate family member, religious holiday, death of a family member, or the request of the collaborating teacher.

5. PROFESSIONAL DISPOSITION

It is expected that education candidates will always display a professional disposition in the University classroom, as well as during field experience and clinical practice in local classrooms. The consistent demonstration of a professional teaching disposition is critical to a candidate's admission to the next stage of his or her preparation program, to the successful completion of the candidate teaching experience during the final semester, and to recommendation for future employment.

The mission of all teacher preparation programs at Reinhardt University is to "produce reflective, problem-solving teachers who respond to the diversity of student needs through differentiated instruction driven by ongoing assessment and adjustments within a nurturing environment."

Evidence of a developing professional disposition includes the following intelligent behaviors:

- A. Learning from experience and showing improvement over time;
- B. Assuming responsibility for decisions and their consequences;
- C. Managing interpersonal relationships in a mature and professional manner;
- D. Listening with empathy and understanding to perceive another's point of view and emotions;
- E. Persevering in tasks to completion, remaining focused, and looking for ways to reach a goal when having difficulty;
- F. Thinking before acting, and remaining calm, thoughtful, and deliberate;
- G. Finding humor in unusual, unexplained, inconsistent, and unexpected situations;
- H. Demonstrating enjoyment of thinking and learning and responding with awe and enthusiasm;
- I. Thinking and working interdependently to learn from others in reciprocal situations;

- J. Practicing professional written and spoken communication that is accurate, clear, concise, and grammatically correct;
- K. Reflecting on and assessing one own performance and effectiveness for self-improvement and for making future knowledgeable decisions; and
- L. Displaying characteristics of a lifelong professional learner to deepen one's ability to problem-solve, to make informed decisions, and to enhance employability (e.g., apply past knowledge to new situations, display inquisitiveness, be willing to try new things and explore new and original ideas, be self-directed, risk mistakes, and remain open to continuous learning).

6. SUPPORT OF A PROFESSIONAL LEARNING COMMUNITY

It is a strong belief of the PSOE that behaviors continuously displayed within the University classroom will often reflect how candidates will interact with students, parents, administrators, teaching colleagues, and other personnel within their present field experience and clinical practice placements in their future local schools and classrooms. Therefore, it is expected that candidates will support a professional learning community within the University classroom to maintain a nurturing learning environment of care and challenge for all.

Evidence of supporting a professional learning community includes the following consistent behaviors:

- A. Completing course assignments and other assigned field experience or clinical practice requirements in an organized, accurate, and timely manner.
- B. Being prepared for each class session by bringing all materials to class and completing all readings, assignments, and/or presentation materials prior to class time;
- C. Demonstrating appreciation of and compassion for individual differences and backgrounds of all class members;
- D. Developing positive, accepting, collaborative, and inclusive relationships with all members of the class;
- E. Offering assistance and encouragement to all class members;
- F. Listening openly and dialoguing positively about different perspectives expressed by other class members and faculty members;
- G. Refraining from using any electronic devices, such as cell phones or laptop/tablet computers, for personal communication/social media purposes during class time;
- H. Refraining from engaging in personal conversations or other distracting behaviors while an instructor, visiting speaker, class member, or group is presenting to the class;
- I. Choosing wisely what will be discussed in public, private, or online (e.g., Facebook) with other class members, and keeping information to oneself that concerns academic and disciplinary records, personal confidences, health and medical issues, family status and/or income, assessment/testing results, or any other personal or private affairs of any class member or instructor; and
- J. Using appropriate, respectful, professional language at all times.

Note: Education candidates should review each PSOE course syllabus for course-specific penalties related to professionalism expectations. Failure to meet any of the above PSOE Policies for Professionalism may result in denial of PSOE admission or dismissal from the Price School of Education.

The contents of this form were addressed in class, and I understand the PSOE policies and conditions for professionalism listed above.

Candidate Signature	Date	PSOE Course
---------------------	------	-------------

Attachments/Resources

References/Bibliography

Sites for You Tube Additional Information of Topics

<https://www.youtube.com/watch?v=nkK1bT8ls0M>

<https://www.youtube.com/watch?v=PnDgZuGhHs>

https://www.youtube.com/results?search_query=learning+disability+awareness+what+you+need+to+k+now+about+learning+disability www.g2conline.org/2022

https://www.youtube.com/results?search_query=autism (Outburst)

https://www.youtube.com/results?search_query=autism (Wendy Chung)

<http://autism.about.com/video/Myths-About-Autism.htm> (myths)

<http://www.bing.com/videos/search?q=video+for+identifying+child+abuse&view=detail&mid=22A1F1A541D9F7DB0D2522A1F1A541D9F7DB0D25&FORM=VIRE1>

<http://www.healthline.com/hlvideo-5min/what-adhd-is-234119941> (Identifying Children..)

Advocating Change Together

American Council of the Blind

Autism Society of America

Brain Injury Association

Committee on Preschool Special Education (CSPE)

Committee on Special Education (CSE)

Council for Exceptional Children

Council of Educators for Students with Disabilities

Emotional Learning

Family & Advocates Partnership for Education (FAPE)

HandSpeak

Inclusive Schools Network

International Dyslexia Association

Learning Disabilities Association of America

Learning Disabilities Online

National Alliance for the Mentally Ill

National Association of Special Education Teachers

National Center for Learning Disabilities

National Institutes of Health

National Institute on Disability & Rehabilitation Research (NIDRR)

National Center to Improve Practice in Special Education

National Organization on Disabilities

Ollibean

Organizations for Special Education Teachers at Teach.com

Parent Educational Agency Training Center

Pathways Awareness Foundation

Sign Language Interpreter Education Directory

TASH

The Organized Special Education Teacher

Wrightslaw Special Education Law and Advocacy World

Associations of Persons with Disabilities <http://www.teach->

nology.com/teachers/special_ed/

<http://www.washington.edu/doit/>

<http://www.nadcenter.com/> <http://www.teach->

nology.com/teachers/special_ed/asstive_tech/

<http://www.closingthegap.com/> <http://trace.wisc.edu/>

www.projectidealonline.org/v/emotional-disturbance

<http://education.cu-portland.edu/blog/teaching-strategies/5-tips-for-handling-ebd-kids-emotionalbehavior-disorder-in-an-inclusive-classroom/>

<http://www.k12.wa.us/SpecialEd/Families/pubdocs/bestpractices.pdf> (Best Practices Guide)

<http://www.mona.uwi.edu/cop/sites/default/files/resource/files/evidenced%20based%20teachins>

%20strategies%20-EDC.pdf (Teaching strategies for EBD)

<http://special.ed.about.com/cs/learningdisabled/a/learningd.-06J.htm> (Checklist for LD)

<http://www.cdc.gov/ncbddd/autism/signs.html> (checklist for autism)